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ABSTRACT

The staff performance evaluation program of McGill University Libraries is based on a hierarchy of objectives in which individual and unit goals are compatible with department, area library, and overall library system goals. Individual goals and performance standards are formulated jointly by the staff member and his or her supervisor according to a prescribed procedure. Unit goals are developed by the work unit according to a similar procedure. Progress toward individual and unit goal achievement is evaluated every 6 months and a formal evaluation document is prepared annually by the supervisor and the staff member and placed in the staff member's personal file. Supervisors are trained in using goal development and evaluation worksheets to conduct individual and group meetings. This publication includes a description of the performance evaluation program, a supervisor's manual for performance evaluation containing a summary checklist of procedures, sample worksheets used in the evaluation procedures, information on the introduction of new staff to performance evaluation, and a sample 3-month probation report for library assistants. (ESR)

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STAFF PERFORMANCE EVALUATION PROGRAM

AT THE

McGILL UNIVERSITY LIBRARIES:

A PROGRAM DESCRIPTION OF A GOALS-BASED

PERFORMANCE EVALUATION PROCESS

WITH

ACCOMPANYING SUPERVISOR'S MANUAL

IR 050 683

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PREFACE

This publication is the result of a collaborative project of the Office of University Library Management Studies (OMS) and the McGill University Libraries. The project was carried out during 1975 by Jeffrey Gardner of the OMS, working with a Design Group consisting of seven staff members from the McGill Libraries.

The role of the OMS in this project included providing consultation services to the McGill Libraries, producing the basic design of the performance evaluation program and developing and implementing a supervisory training program aimed at supporting the operation of the performance evaluation program. This process was greatly facilitated by the collaborative work of the Design Group and the advice and support of the McGill Libraries' administration, particularly from the Director, Miss Marianne Scott.

This document includes a brief description of the design process by Jeffrey Gardner, the *Program Description* of the McGill Libraries' performance evaluation program and the McGill Libraries' *Supervisor's Manual for Performance Evaluation*. The supervisory training materials for the McGill Libraries are being developed by the OMS into generalized modules which will be made available at a later date.

Duane E. Webster
Director
Office of University Library
Management Studies

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INTRODUCTION

In 1969, the McGill Senate approved the appointment of a University Libraries Commission charged "to examine the McGill University Libraries' Service with respect to its purpose and function within the whole University, and especially its relationship to the administration, to the faculty, and to the student body, and the relationship of the various McGill Libraries to each other and to the general library system...". The Commission Report was published in 1971 and included recommendations in the areas of organizational structure, governance, personnel, and operations. Among the personnel recommendations was one that "staff members shall have their performance reviewed annually by their immediate supervisor..." and one that "supervisory training shall be given to all levels of management in the library system...".

In early 1975, Marianne Scott was appointed Director of the McGill Libraries and moved toward implementing that part of the Commission Report which had not yet been dealt with, including the initiation of a performance evaluation program and a supervisory training program. In February 1975, the administration of the McGill University Libraries met with staff of the Office of University Library Management Studies (OMS) to discuss the possibility of a cooperative project aimed at developing a performance evaluation program and a related supervisory training program.

As a result of that initial meeting, a collaborative project was developed in which an OMS staff member would work with a group of McGill staff in designing a goals-based performance evaluation program and in designing and operating a supervisory training program aimed at facilitating the implementation of the evaluation program. The purposes of the training were:

- to introduce the philosophy and operation of the evaluation program to all McGill Library staff;
- to provide supervisors the understanding and skills needed to implement and operate the program;
- to provide broader supervisory skills training in areas such as communications, employee counselling, and group leadership;
- to develop a design susceptible to in-house implementation on an ongoing basis for new supervisory staff;
- to develop training modules which could be generalized for use at other libraries.

The OMS proposal was accepted and the Director of Libraries appointed a Design Group consisting of two senior library administrators, the head of a major department, two mid-career librarians, the Library Personnel Officer and one library assistant. This group had primary responsibility at McGill for the design of the evaluation program and worked closely with OMS staff throughout the project. In addition, the Director appointed a five member Library Assistant Advisory Group to provide the Design Group with the perspectives of library assistants, to provide information on the program to library staff, and to advise and react to the program as it evolved. Finally, the Design Group and OMS staff remained in close contact with the library administration during the project and benefited from the administration's ideas and support.

The Design Process

In June 1975, OMS staff spent two days working with the library administration and the Design Group.

The results of these meetings included broad agreement on the philosophy and general design of the evaluation program, a schedule which called for implementation of the program by December 1975, and an allocation of responsibilities between the Design Group and OMS staff. In addition, these meetings led to the development of library-wide objectives statements and similar statements for each of the five area libraries. These statements were developed during July and were to provide a framework for the development of unit goals.

The initial draft of the evaluation program was completed by OMS staff in early July and reviewed by McGill staff during July and early August. This review led to a number of improvements in the program which were developed during three days of intensive meetings of the Design Group and OMS staff in mid-August. While most of these changes originated from the Design Group, many were in response to substantive comments, suggestions and criticisms from the staff.

Following these review meetings, OMS staff redrafted the program description and designed training modules for the approximately 170 supervisors and administrators on the McGill Library Staff. The program was formally presented to the staff and the initial training was carried out in September. The development of unit performance goals and standards began in October and was completed in some work units by November, when the second round of training occurred. Individual performance goals and standards were formulated by all staff during the winter.

Training

The general staff met in groups of 50 with an OMS staff member over a two-day period in September. While the staff had had access to all project documents during the summer and had received periodic newsletters describing the project, these two-hour meetings provided the opportunity for a formal presentation on the program and for individual questions and concerns to be reviewed and answered.

The supervisory training was divided into two sections. In September each of the approximately 120 library supervisors and administrators spent a full day in groups of 20-25 dealing with issues related to setting unit goals and standards and individual goals and standards. The training included small group exercises, lecturettes and discussion and in addition to the process of goal formulation focused on group leadership skills, group decision-making and interpersonal communication skills for supervisors.

The second phase of the training was carried out in November and dealt directly with performance evaluation. Again using exercises, lecturettes and discussion, the training focused on issues such as motivation, feedback, evaluation interviews, preparing evaluation forms, and counselling skills. The format of this phase was similar to the first phase, with groups of 20-25 meeting for a full day. In January 1976 the training materials for these sessions were modified by the OMS and now form the basis for an ongoing in-house training program operate by the McGill Libraries Personnel Office.

Conclusion

The McGill Library Administration is committed to the ongoing testing and refinement of the performance evaluation program and has appointed a Director's Committee on Performance Evaluation to assess the program's success and to recommend changes. This committee began its work in June 1976.

The OMS has begun to develop generalized training modules based on the McGill Program. These modules will focus on improving the effectiveness of work units in libraries and will deal with skills such as group leadership, supervisory-employee communications and leadership style.

The resulting performance evaluation program is described in the following pages. While it might provide a basic format for use in other academic libraries, particular details have been influenced by factors unique to the McGill University Libraries and some adaptation would be necessary in any additional applications.

The OMS is particularly appreciative of the support which it received from the McGill Library Administration, especially Miss Marianne Scott, the Director, and Miss Mary Garden, the Library Personnel Officer. The members of the Design Group worked long and hard on the project and provided valuable insights into both the evaluation program and the supervisory training program. The Library Assistants' Advisory Group represented McGill's library assistants honestly and effectively. Finally, the staff of the McGill Libraries were never reluctant to voice their concerns, questions and criticisms as the program evolved. Their input made valuable contributions to the program.

Jeffrey J. Gardner
Management Research Specialist
Office of University Library
Management Studies
September 1976

McGILL UNIVERSITY LIBRARIES

PERFORMANCE EVALUATION PROGRAM

PROGRAM DESCRIPTION

MAY 1976

I. INTRODUCTION AND BACKGROUND

The Library's performance evaluation system has the broad purpose of improving the library's performance. It is not oriented toward decisions on salaries, which are treated as separate procedures, but is aimed instead at developing agreement among library staff on how they might provide users with effective and efficient library service. To achieve this broad purpose of improving the library's performance, this program will work toward:

- developing the skill, knowledge and capabilities of the library system's staff;
- developing mutual understanding and agreement among the staff of what the library's role is within the University; what specific library units and departments can do to contribute to the fulfilment of that role and how individual staff can best contribute to the library's success;
- clarifying and specifying to staff what is expected of them in their jobs;
- building on staff's commitment to do their jobs well which can contribute to the rational design of the library's operational procedures;
- evaluating staff members' performance in terms of its contribution to the library's performance; and
- developing a climate in the library in which problems, concerns and disagreements are brought into the open where they can be discussed and resolved in a constructive fashion.

The design of this program reflects a number of assumptions which are supported by both observation and experience. These include:

- that McGill library staff from all levels and departments have much to contribute to defining what their work units should be doing and how it might best be accomplished. This is simply a way of saying that those individuals doing the work will have important views of both the constraints and the opportunities which they face in their day to day work;
- that most library staff want to contribute to good library service, that they want to perform well, and that they can offer suggestions and assistance to administrators and supervisors regarding their own jobs;
- that most library staff want to know, as specifically as possible, what is expected from them in their jobs in terms of both functional responsibilities and standards of performance;

II. GENERAL OVERVIEW

The performance evaluation program is based on performance goals which are developed within each unit of the library. These goals are based on the overall objectives which have been formulated for the McGill Library System, and for each Area Library. Major departments are developing departmental goals which specify major activities which must be accomplished to achieve these broad objectives. In turn, the unit performance goals provide the basis for assigning functional responsibilities and for setting standards of performance for the individual staff. The various elements of the program are described briefly below, and in more detail in the remainder of this manual. They form a hierarchy of objectives and goals in which individual and unit goals are compatible with departmental goals, Area Library objectives, and the overall objectives of the Library System.

- McGill University Library Objectives:

  These are statements of long-range, broad intent which describe the library system's reason for existence. The objectives are formulated by the Director of Libraries in consultation with the DSM (Area Librarians and Administrative Staff Officers) and the general staff. They are reviewed periodically to reflect changes such as new service demands, new cooperative arrangements with other libraries, budget reductions, etc.

- Area Library Overall Objectives:

  Again, statements of long-range, broad intent, but specifically designed to describe the unique service requirements of each Area Library. These objectives have been developed by the Area Librarians with the active assistance of their staffs. These sets of objectives have been reviewed by the DSM to ensure compatability with each other and, of course, with the system-wide objectives. They also provide the conceptual framework for the development of the departmental and unit performance goals.

- Library/Departmental Goals:

  Statements of purpose, developed for the various libraries and major organizational departments, to direct their work toward the achievement of Area Library objectives. Less general than the Area Library objectives, they provide a logical transition between them and the more specific unit goals.

- Unit Goals:

  These are shorter-range and more specific. They frequently provide observable standards of achievement in work units. They are developed by the staff of each unit in group sessions, led by the unit's supervisor.

- that most library staff want to know how they are doing and how their supervisor perceives they are doing on a regular basis. While most staff want recognition of work well done, they can also benefit from open discussions of problem areas and possibilities for improvement;

- that supervisors* play a critical part in maintaining and developing the library's performance and that this performance evaluation program should build on their skills and support their supervisory responsibilities. The program provides a structure and a process for supervisors to use to plan and organize their units' activities, to relate them to the library's service objectives, to periodically review progress, to work with individual staff members in the development of their work goals and standards of performance, and to maintain viable, constructive working relationships among their staff. The program is designed to respect variations in personal style and staff attitudes, and places substantial responsibility on the supervisory staff. For this reason, the library operates a regular supervisory training program directed specifically toward developing the supervisory skills needed to operate the program effectively;

- that agreement regarding a work unit's activities can best be made in a group setting in which the unit's staff contribute their varied perspectives regarding both problems and opportunities for improvement.

  In addition to assuring fuller consideration of the various factors which affect a unit's work, the group process can facilitate and enhance the staff's commitment to work toward agreed on goals. For the purpose of this program, a work unit is defined as a group of staff organized to carry out one primary function, such as card typing, or circulation, or a few closely related functions.

- that this performance evaluation program should be reviewed periodically to identify weaknesses and to prescribe improvements.

The remainder of this manual describes the operation of the performance evaluation program in detail. It is supported by a training program which is provided by the library to all staff appointed to positions responsible for performance evaluation. Training will be provided after four weeks and within eight weeks of these appointments. In addition, all new staff are provided with a general description of the program as part of the library's orientation program for new staff.

*Throughout this Program Description, 'Supervisor' refers to the one who is designated with the responsibility for the development of unit and individual goals and the preparation of performance evaluation.

for the next review period. Once each year, a formal evaluation document is prepared by the supervisor and the staff member and placed in the staff member's personnel file.

III. THE FORMULATION OF UNIT GOALS AND UNIT PERFORMANCE STANDARDS

Within the major functional responsibilities of each unit a series of goals are feasible. The operation of this program requires that a list of goals be developed within each working unit at the McGill University Libraries in order to provide the framework for an organizational performance evaluation program. It further requires that unit goals be periodically reviewed and assessed to determine needed changes.

To aid in the development of unit goals, the Director of Libraries and the Area Librarians have prepared broad statements of overall objectives.

The unit goals should relate to the library system and Area Library objectives and should be designed to deal with issues and activities of an immediate concern.

- Process for Developing Work Unit Goals

  While the supervisor may find it a relatively simple task to prepare a series of unit goals, there is considerable value in having the members of the work unit actively participate in this process as a way of ensuring a shared understanding of the work, benefiting from the ideas and perspectives of the staff, and developing a commitment to the work. The following steps are suggested as a way of focussing staff involvement in the goal formulation process.

  Step 1 : The initial step in developing unit goals is for each member of the unit to complete Worksheets 1 and 2 (see Appendix). The intent is to have each member of the unit spend fifteen to twenty minutes completing the worksheets for his or her use in a unit meeting; the worksheets are not collected or evaluated in any way. On Worksheet 1, the staff will indicate what they see as the major activities of the unit and how they rank these activities in importance. On Worksheet 2 the staff will list the three to five most important activities and will indicate for each some results that are measurable or observable. The intent is to begin to answer three basic questions:

  - What does the unit do?
  - What is most important? .
  - How does the unit know when it is successful?

- Unit Performance Standards:

  Unit performance standards constitute what is the acceptable level of performance of a unit, given the needs of the library and the resources available to the unit. They are the specific, observable indicators of success in achieving unit goals and may be both quantifiable and subjective. They should indicate to the members of a unit how they can know when the unit is successfully achieving its goals.

- Individual Goals:

  Individual goals are specific, written and agreed-upon definitions of what an individual staff member will strive to accomplish over or during a period of time. They are the written presentation of an individual's responsibilities and may include ongoing activities and/or special project activities.

- Individual Performance Standards:

  Individual performance standards constitute the acceptable level of performance of an individual. They reflect an agreement between the staff member and his or her supervisor in terms of when, how well, how much, or how often the staff member will achieve his or her goal(s). These may be quantifiable, such as time lapse between acquisition of material and forwarding to the cataloguing unit, or they may be more subjective, such as serving users in a pleasant manner. In either case, they should be defined as specifically as possible and should be observable. They should provide a means for the staff member to know when his or her work is acceptable.

  The formulation of individual goals and performance standards is carried out jointly in a meeting between the individual staff member and the supervisor (and the work flow supervisor, when applicable), and is based on the agreement on unit goals and standards developed in the unit's group meeting.

- Periodic Review of Unit Goals:

  As frequently as necessary but, at a minimum, every six months, each unit meets to assess its progress toward achieving its goals, to discuss problems and possibilities for improvement, and to revise the goals for the next time period. This group session is led by the supervisor.

- Periodic Evaluation of Individual Performance

  At the initiative of either the supervisor or the staff member, but at a minimum of every six months, each staff member meets formally with his or her supervisor to assess individual performance, to discuss problems and opportunities for improvement, to review the individual's personal job goals and to plan

This step can be accomplished in at least two ways: the supervisor can distribute the worksheets a day or two before the unit meeting and ask staff to bring the completed worksheets to the meeting; or the supervisor can ask staff to complete the worksheets at the start of the unit meeting.

Step 2 : The supervisor convenes a meeting of unit staff and leads a group discussion aimed at completing Worksheet 3 (see Appendix). The intent here is to draw on the experience and ideas of the staff in determining what the unit should be doing, what is most important in terms of the library's service objectives, and how the unit might know when its efforts are successful. At the conclusion of this meeting there should be general agreement on defining the unit's major activities, their ranking and, for each activity, a series of measurable or observable results.

During this meeting, the supervisor, or another staff member, acts as recorder, producing a written record of the results of the discussion on Worksheet 3. In many cases it will be helpful to list activities identified by staff on a blackboard or flip chart, developing the list by eliciting the activities in a round robin fashion. This will lead to the participation of most, if not all, of the staff and will help ensure that an important activity is not missed.

Step 3 : At this point there should be general agreement on the unit's activities, their relative importance and some observable results for each activity. This step then will be one of translating the activities and observable results from Worksheet 3 into more formal statements of unit goals and performance standards on Worksheet 4 (see Appendix). These statements will provide the basis for planning, organizing and assessing the unit's work during the next evaluation period (maximum of six months). In addition, these unit goals and standards will provide a framework for the development of individual goals and standards.

There are at least two ways in which a supervisor might approach this process of translating activities into goals, and observable results into performance standards:

- Since the task here is essentially one of formalizing and writing down the results of a unit discussion in which agreement on the basic issues has been reached, the supervisor might complete Worksheet 4 independently. If the supervisor chooses this method it is important that the results be given to each member of the work unit for review and that the supervisor make sure that there is agreement that the goals and standards

accurately represent the results of the unit's discussions. This check might best be accomplished via a brief unit meeting.

- Another option is to begin this translation process in a group setting. While this has some advantages in further developing the staff's understanding and commitment to the process, it may prove to be too time consuming in some instances.

Whichever process is used here, the result will be a list of goals and related performance standards which will form the basis of the unit's work for the next evaluation period.

- Unit Standards of Performance

These are written, detailed statements of expected productivity. Standards may be defined as criteria against which results can be measured and evaluated. They answer the question of what is expected in order to do a satisfactory job. Therefore, they define how much must be done, when it must be done, and how well the activity or function must be performed. When properly defined, the standard will provide an observable test of performance in terms of quality, quantity, timeliness, cost or some other dimension of a process, a service, or a product. While the specific standards that can be established are literally endless, an attempt should be made to focus on ones that are essential to the success of the unit.

- Difficulties in Setting Standards

In some areas, participants will find the performance standards easy to identify and agree upon. These elements should be expressed first, and once experience is gained in using these standards, more complex issues might be tried. For example, in some areas, quantifiable measures cannot be developed and instead qualitative standards should be developed that can be verified by judgement and observation.

Since work units are part of larger departments in the library, all units' goals statements are reviewed by department heads and unit supervisors to ensure compatability and coordination. If this review determines that further discussion and refinement of a unit's goals is needed, the supervisor should arrange for it as soon as possible.

- Need for Periodic Review

Finally, goals and standards must be constantly tested against experience and reviewed and revised on a regular, periodic basis to ensure that they are realistic, achievable with available resources, and contributory to the library's service objectives.

IV. REVIEW OF THE ASSIGNMENT OF UNIT ACTIVITIES

In the goal-setting meeting, the group should review how the unit's major activities are assigned among the staff.

The group should focus on four questions related to the organization of work within the unit:

- How can activities be assigned so that the unit is most productive?
- Does the unit require additional skills to achieve its performance goals?
- Is there a need for closer coordination of the unit's work by the supervisor?
- What changes should be made in the way activities are currently assigned or carried out?

At the end of this discussion, there should be general understanding and agreement among the work unit's staff of who is responsible for the unit's activities, how the work of the members of the unit is coordinated and related and how operations might be improved.

V. FORMULATION OF INDIVIDUAL GOALS AND PERFORMANCE STANDARDS

The nature and extent of communication between supervisor and staff member is the core of the process. In evaluating a staff member's performance, the focus is on results expected by all parties. These results should be concrete, when possible measurable, and always observable. The individual's goals should relate specifically to the goals of the work unit (which, in a similar fashion, relate to the area library and university library system objectives).

Steps in establishing individual goals and performance standards:

Step 1 : An activity analysis should be completed that identifies and describes briefly the component task responsibilities of the position. This listing of activities will be based on available position descriptions and the unit's group discussions, and can be developed initially by the individual staff member on Worksheet 5 (see Appendix). This listing should indicate the relative importance of the activities and the observable results for each activity. The process then, is similar to that of formulating unit goals and standards and is aimed at answering three basic questions for individuals: what do I do? what is most important? how do I know when I am doing my job successfully?

Step 2 : The individual's listing of activities and observable results forms the basis for a goal-setting conference with the individual's supervisor aimed at reaching agreement on the individual's goals and performance standards. The resulting statement, to be represented on Worksheet 6 (see Appendix) will provide the basis for the staff member's performance evaluation. During this conference, the supervisor and staff member share their ideas and perceptions on what can reasonably be expected in terms of the staff member's performance, develop specific goals covering the next evaluation period and rank them in importance. Performance standards are developed, based on work experience, projections of workload and a realistic view of what is possible. Initially these standards might be experimental and reviewed in two to three months to adjust them to reality. Standards will be both quantitative and qualitative.

Step 3 : A document is produced (Worksheet 6) in a collaborative fashion by the supervisor and the staff member and copies provided to each.

VI. PERIODIC REVIEW OF UNIT GOALS AND STANDARDS

The unit goals and standards form the basis of the unit work and provide measures for unit performance. The review of unit goals and standards is oriented around four basic concerns: how well the unit has worked toward achieving those goals; what forces have been obstacles to achieving the goals; what can be done to improve the unit's performance; and what changes, additions or deletions should be made to the unit's goals.

The review should be carried out in a group setting with all members of the work unit. The basis of the review will be the goals and standards developed at the last unit goal-setting meeting and the review should include consideration of the following issues:

- Which goals were accomplished? Can these performance standards be revised upward within the existing staff levels?
- Which goals were not accomplished or standards not met?
    - Goals or standards unrealistic
    - Insufficient staff
    - Not priority goals
    - Influence of external forces, such as uneven work flow from other library units
    - Need to respond to unforeseen work
    - Etc.
- What goals or standards need to be changed?
- What goals need to be added? Deleted?
- Have the unit's priorities changed? Given limited resources, what is the most important focus for the unit?

This review should occur at least semi-annually and ideally at more frequent intervals - perhaps quarterly. Annually the review should lead to preparation of an annual report, which discusses the past year's key accomplishments and problems and which presents the unit's goals and standards for the review period. More frequent reviews should be considered internal working sessions aimed at refreshing the staff's understanding of and commitment to the unit's goals, and making adjustments to the unit's goals as required by events. It is important to recognize that goals are not rigid, but rather must adapt to changes in the resources available to a unit, the demands placed on a unit, and the perceptions of what can most usefully be accomplished in the future. Units and their supervisors must decide how often a

review of unit goals is required, beyond the annual review. Hopefully, the process will be a useful tool for planning, organizing, and assessing unit performance and will be used accordingly. As units gain experience with the process, it is expected that a decision will be reached of how often this review should occur.

VII. PERIODIC EVALUATION OF INDIVIDUAL PERFORMANCE

The evaluation of individual performance should be oriented toward helping the staff member make his or her best contribution to the library's performance. The evaluation will relate specifically to the jointly developed goals and performance standards, which in turn are based on the unit goals. It is critical that it be a constructive process, that it focus on performance, not personality, and that it actively solicit the staff member's ideas regarding factors that are obstacles to success and possible means of overcoming these obstacles. To the extent that the process is characterized by openness and honesty, it will identify the strengths of the staff member as well as areas for improvement, and will help the supervisor and the staff member develop a mutually acceptable work plan for the next evaluation period.

The process outlined here places substantial responsibility on the supervisor for operating an evaluation program which is positive and future-oriented, but it also provides a structure in which the supervisor can plan and organize the unit's work and systematically develop the staff to perform that work effectively.

A. THE SEMI-ANNUAL EVALUATION

At a minimum of every six months the supervisor and staff member should meet to review the staff member's progress toward achieving goals and fulfilling standards. The basis for this meeting will be the individual's goals and standards which were mutually developed in the previous evaluation counselling session. These sessions should focus on the future and should be oriented toward a constructive discussion of the individual's goals and standards. Once a year, a formal document will be produced which will become a part of the staff member's personnel record. This more formal annual evaluation is discussed later in this manual.

The semi-annual evaluation meeting should be scheduled a few days in advance and should include, when applicable, the work flow supervisor in addition to the staff member and the supervisor. The session should focus on three general areas:

1. What is the current situation? Based on existing goals and standards, how has the staff member performed? Which goals have been or are being satisfactorily achieved? Where are the problem areas?

   It is important that this part of the interview be honest yet

not overly critical. The important thing is to achieve general agreement among the participants of how well work is being performed, and it is particularly important to get the active participation of the staff member in this discussion. Most staff members will have an understanding of how well they are performing and will discuss it if the orientation is toward problem-solving rather than criticism. It is up to the supervisor to create this kind of atmosphere. One aid in creating this atmosphere will be to focus on the goals rather than the staff member. For quantitative goals and standards, it will usually not be difficult to reach agreement on performance. For qualitative standards, the supervisor and work flow supervisor will have to provide their judgement and must be willing to listen and respond to the staff member's judgement. While credit should be given for good performance, the supervisor should look particularly for areas where improvement might be possible and discuss them openly.

2. What are the obstacles to achieving the goals?

   Obstacles to excellent performance might be located within the staff member, the library, the supervisor, the job itself, or the staff member's colleagues. This part of the interview is concerned with identifying these obstacles, so action can be taken to eliminate them or at least minimize their impact. Examples of common obstacles include:

   - Goals set unrealistically high
   - Staff member diverted from area of responsibility to work on new problem, etc.
   - Inadequate planning
   - Failure to follow established procedures
   - Changed conditions in the work unit
   - Insufficient motivation
   - Inadequate training
   - Lack of cooperation among some staff or from other units in the library
   - Inflexible procedure

   These are, of course, only examples, but whatever the obstacles to acceptable performance, they should be identified and, to the extent possible, there should be agreement as to what they are. Here again, the staff member's perceptions must be sought, listened to and discussed. While there is a natural tendency to become defensive in an interview of this sort, it is necessary to bring disagreements into the open and work toward some level of agreement that can lead to positive action.

3. What can be done to eliminate these obstacles?

Clearly, some obstacles cannot be eliminated, but efforts must be made to lessen their impact and this can again be usefully approached through the staff member's ideas for change. Possible changes might include procedural or operational changes, an increase in the amount of supervision provided, development of closer liaison with other work units, etc.

Of course, the staff member might not be well suited for the job. While this actually occurs infrequently, it is perhaps the most difficult problem a supervisor will face. In some instances, the problem can be resolved with additional or specialized training, such as skills training or human relations training. In some cases the training might be provided by the supervisor, in other instances by some other person in the library. If the supervisor and staff member can reach agreement on what is needed, the supervisor must then determine what training resources are available and make a judgement as to what can be provided to the staff member. In those few instances in which the problem relates to the staff member's motivation or innate inability, the supervisor and staff member should first attempt to reach an agreement on the nature of the problem. Then the supervisor and staff member should develop a specific plan for improvement.

The final portion of the semi-annual evaluation interview should be devoted to summarizing the chief points made and to formalizing the goals for the next period. In many cases, these will be the same, or very similar, as the previous period's goals, but specific mention should be made of areas for improvement, the means of achieving that improvement, and any special training or development from which the employee could benefit.

B. THE ANNUAL EVALUATION

Once each year a formal performance evaluation for each staff member is completed by the supervisor and the staff member for the staff member's personnel record. It is available to those individuals or committees making promotion or tenure decisions. The form is designed to articulate in a formal and specific way what the library's expectation of the staff member's performance are, how well he or she is fulfilling those expectations, where improvement is considered possible and what kind of action has been planned to improve performance. While the form is intrinsically evaluative, the staff member has the opportunity to discuss it with the supervisor and add his or her perspectives to it. Because the form is based on the performance goals which have been developed by the staff member and his or her supervisor, the annual evaluation is performance rather than personality based, and if the semi-annual evaluations have been carried out successfully, the annual evaluation should have no major surprises. However, in addition to its leading to a formal, written report for record, the annual performance evaluation conference is an opportunity for more detailed analysis of the staff member's personal goals, development needs and potential for advancement within the library.

1. Preparation for the Evaluation Interview

The supervisor should prepare for the discussion by gathering as much information as possible about the staff member's performance. This might include reviewing previous annual and semi-annual evaluations and might also include some discussion with the staff member's work flow supervisor, where applicable. In those instances in which a staff member has more than one supervisor, all should be directly consulted for their perceptions of the staff member's level of performance in relation to his or her goals. The staff member should know well in advance when the evaluation session is to occur and should have the opportunity to present his or her perceptions of his or her level of performance prior to the sesssion. This is optional for the staff member and is accomplished by the staff member completing the same evaluation form as the supervisor and submitting it to the supervisor prior to their meeting. If this is done, it provides additional information to the supervisor in forming his or her judgements and determining areas of basic agreement or disagreement.

Finally, before the evaluation session, the supervisor should complete the evaluation form and have a copy available for the staff member to review one or two hours before the session.

2. The Evaluatior Discussion

The evaluation discussion should be scheduled for an hour and should be carried out in a comfortable but private setting. The atmosphere should be warm and friendly, but productive. While the intent is to improve performance, not to criticize past performance, the supervisor will be using his or her perceptions of past performance to lead the discussion toward identifying deficiencies and problems which require attention.

The typical evaluation session will have three distinct sections:

- The Opening

  The supervisor should make clear to the staff member the purpose of the meeting, the ground rules of confidentiality and that it will be most useful if it is a candid, two-way discussion. The hope is to help the library fulfill its function and to help the staff members contribute in a way that is meaningful to them and that fully utilizes their ideas, skills, and abilities.

- Discussion of the Evaluation

  The supervisor should initiate discussion of each part of the evaluation form but should attempt to determine the staff member's level of agreement with each part and particularly the basis of any serious disagreements. By de-emphasizing the rating aspects of the process and focusing on the staff member's

comments, the discussion can move toward a useful discussion of the staff member's perceptions of his or her job, and allow the staff member to analyze his or her own attitudes, perceptions and goals realistically. At the same time the supervisor, while recognizing the staff member's accomplishments, should indicate performance weaknesses and describe them as specifically as possible. These comments should be based on the evaluation form and on the staff member's performance goals and standards, not on the staff member's character or personality, even though these may appear to be factors which are affecting performance.

There is likely to be substantive agreement on the major points in the evaluation, but the supervisor should listen thoughtfully to the staff member's comments and be open to the staff member's disagreements. It is particularly useful to listen to, consider, and respond to the staff member's perceptions of factors that have impeded performance and actions which might contribute to improved performance. Frequently a supervisor is unaware of factors which frustrate an individual's performance and which are apparently beyond the individual's control. Again, an important consideration here is to focus on the future. Staff cannot change past behaviour; they can work toward solving problems for the future.

As with the semi-annual review, the supervisor must be alert to what the staff member sees as forces working against excellent performance and attempt to develop a plan for alleviating the impact of these forces. If the discussion leads to a shifting of opinion by the supervisor, this should be noted on the evaluation form before it is forwarded to the Library Personnel Office. The staff member has the opportunity to present his or her opinion in the space provided on the evaluation form.

- Review of Goals

  The final portion of the session should focus on summarizing the main points of the discussion, clarifying any misunderstandings, reviewing and revising (if necessary) the staff member's goals and standards and reviewing the agreed on action plan.

- Conclusion of the Evaluation Session

  At the conclusion of the session, the staff member should have gained the following:

  - A clear understanding of the supervisor's perceptions of the strengths and weaknesses of his or her performance,

  - An understanding of what can be done to improve his or her performance,

- An understanding of what the library can and will do to help the staff member improve performance,

- An understanding of what kind and level of performance is expected during the next evaluation period. This will be in the form of the individual's new goals and standards.

The supervisor should have a clearer understanding of:

- What the staff member perceives as the problems he or she faces in his or her job,

- What additional supervisory or training needs the staff member has, and

- What kind of contribution the library can expect from the staff member in the future.

McGILL UNIVERSITY LIBRARIES

SUPERVISOR'S MANUAL

FOR

PERFORMANCE EVALUATION

MAY 1976

OVERVIEW

The McGill Library System's Performance Evaluation Program is based on performance goals which are developed within each unit of the Library. Goals are based on the overall objectives which have been formulated for the McGill Library System and for each Area Library. Major Departments have developed departmental goals which should specify major activities which must be accomplished in order to achieve these broad objectives.

In turn, the unit performance goals will provide the background for the responsibilities undertaken by each staff member, and for the definition of standards for the performance of those responsibilities. These will form a hierarchy of objectives and goals in which individual and unit goals are ultimately compatible with departmental goals, Area Library objectives, and the overall objectives of the Library System. The effect should be to involve each staff member in the development of suitable goals and related standards of performing those goals to provide a day-to-day pattern for his or her own work.

The assumption is made that recognition and weighting of the activities to be undertaken by a work unit can best be reached in a group discussion among its members. Supervisors* should lead such discussions, and thereafter monitor the work program decided upon, and keep it in step with the Library's overall service objectives.

The program is based on the idea that library staff want to contribute a good performance, and that they will do so as long as they know what is expected of them. They will understand best what that is if they help to establish their own role, and that role will fit the situation most exactly if their special insights are taken into account in developing it.

The Library operates a regular supervisory training program directed specifically toward developing the supervisory skills needed to operate the program effectively.

Unit goals can either be long-range or short-range, specific aims of a basic work unit. They are frequently measurable, and developed by the staff of each unit in group sessions. Unit performance standards should indicate the acceptable level of performance for these goals, given the needs of the Library and the resources available to the unit. They should be specific and observable, and may be both measurable and subjective. At least every six months, each unit meets with its supervisor to assess its progress, discuss its problems and the possibilities for improvement, and to revise its goals.

/...

* Throughout this Program, 'Supervisor' refers to the one who is designated with the responsibility for the development of unit and individual goals and performance evaluation.

Individual goals should be specific, written and agreed-upon definitions of what an individual staff member will strive to accomplish over a period of time. Individual performance standards should reflect an agreement between the staff member and his or her supervisor concerning when, how well, how much or how often this will be achieved. They may be measurable or subjective, but they should be defined as specifically as possible, and they should be observable. A formal meeting between these two at six month intervals reviews the individual's personal job goals and plans for the next review period. Once a year, a formal evaluation document is prepared jointly and placed in the staff member s personnel file.

SUMMARY/CHECKLIST

This summary/checklist of the Performance Evaluation Program is intended to serve as a quick reference to the conceptual basis and procedural elements of the program. It is designed to highlight the major considerations in each step of the program, to outline the procedural steps of the program and to indicate some potential benefits which the program offers to individual staff, their work units and the Library as a whole.

A document of this sort cannot answer every question or respond to every problem that might surface. However, additional, more detailed information is included in the full Program Description, a copy of which is available in each Library/Department. In addition, advice and assistance is available from the Library Personnel Office, the Library Committee on the Performance Evaluation Program and Library administrators.

I DEVELOPMENT OF UNIT GOALS AND PERFORMANCE STANDARDS

1. Worksheets 1 and 2

   - o Completed independently by each member of a unit's staff.
   - o Completed prior to the unit goal-setting meeting or in the first fifteen minutes of that meeting.
   - o For their individual use, to help them formulate their thinking and participate in unit goal setting.
   - o Not collected or evaluated in any way.
   - o Intended to formulate thinking on three issues:
     - what does the unit do? (activities)
     - what is the relative importance of these activities?
     - how does the unit know when it is accomplishing these activities successfully? (observable results).

2. Worksheet 3

   - o Completed during a meeting of unit staff.
   - o Intent is to develop consensus among the unit's staff on what are the unit's major activities, which are most important for contributing to the library's service objectives and how the unit knows when it is successful.

- o Avoid too specific listing of activities. List should be useful for planning the unit's work, organizing the unit's work and assessing the unit's work.

- o Observable results will only sometimes be quantifiable. Units will also be interested in subjective, qualitative measurements. While these are not always measurable, they are observable and should be described as specifically as possible.

- o Intended for internal use only and need not be typed or formalized.

- o The process of group discussion should have the following characteristics:
  - participation of all unit staff
  - full discussion of disagreements
  - no domination of meeting by any one individual
  - a willingness to question current practice
  - basic agreement on results of discussions
  - copies of results made available to all members of the unit.

3. Worksheet 4

- o Essentially a translation of results of unit discussion into unit performance goals and performance standards - a formalization of activities into goals and observable results into standards. (For more details, see Worksheet 4 - Attachment)

- o This task best completed by unit's supervisor.

- o Avoid agonizing over language. In many cases there will be little change from Worksheet 3 to Worksheet 4; avoid making conceptual changes. Focus on producing a clear, concise document which can be used by unit staff to plan and organize their work and serve as a framework in forming individual goals and standards.

- o Completed worksheet reviewed with unit staff to ensure agreement/acceptance.

- o Copies provided to each member of unit staff, supervisor and Library/Department Head.

II REVIEW OF THE ASSIGNMENT OF UNIT ACTIVITIES

In the goal-setting meeting, the group should review how the unit's major activities are assigned among the staff. The group should focus on four questions related to the organization of work within the unit:

- how can activities be assigned so that the unit is most productive?
- does the unit require additional skills to achieve its performance goals?
- is there a need for closer coordination of the unit's work by the supervisor?
- what changes should be made in the way activities are currently assigned or carried out?

At the end of this discussion, there should be general understanding and agreement among the work unit's staff of who is responsible for the unit's activities, how the work of the members of the unit is coordinated and related, and how operations might be improved.

III FORMULATION OF INDIVIDUAL GOALS AND PERFORMANCE STANDARDS

1. Worksheet 5

   - o Intended to facilitate staff member's discussion with supervisor of his/her goals and standards. For the staff member's use; not collected or evaluated, but can usefully be shared with supervisor for discussion purposes.
   - o Lists staff member's perceptions of his/her major activities, in order of importance, and observable results for each activity.
   - o Can be discarded after Worksheet 6 is produced.

2. Worksheet 6

   - o Intent is to formulate achievable goals and standards which will aid staff in planning and carrying out their day-to-day activities. In addition, the goals and standards will be the basis for the staff member's annual performance evaluation.
   - o Developed through a discussion between staff member and supervisor.
   - o Based on contribution to accomplishing unit goals and standards.
   - o Goals should be realistic, achievable, flexible.
   - o Standards both quantitative and qualitative.
   - o Copies of final Worksheet 6 to staff member and supervisor.

IV PERIODIC REVIEW OF UNIT GOALS AND PERFORMANCE STANDARDS

A. Rationale/Intent

- o Judge unit's performance against previously agreed upon goals.
- o Identify forces working against effective performance.
- o Identify possible ways to improve unit's performance.
- o Revise unit goals and standards, as necessary.

B. Process

- o Scheduling of review will depend on nature of unit's activities but, at minimum, every six months.
- o Review should be in a group setting and utilize the views and ideas of the unit's staff.
- o Review should strive for identifying operational changes that can improve unit's performance.
- o Review should lead to a new statement of unit goals and standards (i.e. Worksheet 4).

V EVALUATION OF INDIVIDUAL PERFORMANCE

A. Rationale/Intent

- o To identify and solve problems, not to reward or punish staff.
- o To develop positive working relationships between staff and supervisors:
  - to clarify what is expected of staff
  - to clarify to supervisors what can reasonably be achieved
  - to identify training needs of individual staff.

B. Process

1. Periodic, informal performance evaluation

- o As needed, at request of supervisor or staff member but, at minimum, every six months.
- o Work-flow supervisor should be involved when appropriate.
- o Review performance in relation to goals and standards.

- o Develop plans to improve performance if necessary.
- o Produce goals and standards for next evaluation period (i.e. Worksheet 6).
- o No evaluation document for personnel file produced.

2. Annual Performance Evaluation

- o Produces annual performance evaluation form for staff member's personnel file.
- o Preparation:
  - o Gather information for evaluation: review results of previous evaluations, discuss with other supervisors, if any, etc.
  - o Know what you want to cover.
  - o Complete Section I of evaluation form.
  - o Set up meeting - privacy
    - one hour scheduled
    - comfort
    - no interruptions
  - o Give evaluation form, with Section I completed, to staff member one or two hours before meeting.
- o Evaluation Discussion:
  - o Opening - set natural, friendly atmosphere.
  - o Describe purpose of meeting:
    - share perspectives on the staff member's performance
    - discuss areas of possible improvement
    - review individual's goals and standards
    - discuss any aspect of the job which staff member wishes to discuss
    - reach agreement on what happens next (e.g. new goals).
  - o Review evaluation form with staff member:
    - LISTEN
    - follow up key ideas
    - use open-ended questions
    - clarify, avoid misunderstandings
    - resolve conflict
    - important to get staff member's perceptions
    - important to deal with staff member's needs.

- Summarize:
  - major points discussed
  - stress future
  - avoid repetition of criticisms.
- Prepare evaluation form:
  - must be legible
  - be willing to change after discussion with staff member
  - important to develop Action Plan
  - focus on performance
  - focus on future
  - be honest but avoid petty criticisms
  - be supportive of staff member.

- Staff member must be given adequate opportunity to comment on the evaluation form (overnight).

- Supervisor responsible for ensuring confidentiality of the form.

- Three copies - one to staff member, one to Library Personnel Office and one to Library/Department Head - to be kept in locked files, with access limited at all times to persons authorized to consult individual evaluation forms. If any Library/Department Head feels that security arrangements are not sufficient then the copy may be placed in the Area Librarian's office.

- Individual goals may be attached to the annual performance evaluation form.

APPENDIX

WORKSHEETS

1 Unit Goals Individual Listing of Unit Activities..... 30

2 Unit Goals Individual Listing of Observable Results of Unit Activities 31

3 Unit Goals Results of Unit Discussions 32

4 Unit Goals Statement of Goals and Performance Standards 33

4a Criteria for Development of Unit Goals and Standards 34

5 Individual Goals Individually Ranked Activities with Observable Results 35

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Worksheet No: 7

UNIT GOALS: Individual Listing of Unit Activities

Please take ten or fifteen minutes to complete this form. The form is for your use and will help to facilitate the unit discussion aimed at formulating the unit's performance goals and standards. The form will not be collected.

What do you see as the activities of this work unit? What does the unit do? List as many of these activities as possible down the left-hand side. Be as descriptive and specific as possible.	Rank in order of priority: What is the unit's most important activity? Second most important? etc.

UNIT GOALS: Individual Listing of Observable Results of Unit Activities

Please take ten or fifteen minutes to complete this form. Like Worksheet No. 1, this will be used to facilitate the group discussion, and will not be collected.

On Worksheet No. 1 you listed and ranked in importance what you see as the major activities of your work unit. List the most important activities below and describe how the unit might know when it has accomplished these activities successfully. Try to specify results that are observable either by quantity, by time period (such as units of work per day) or by quality (such as factors of user satisfaction). These results should be your view of what characterizes a successful unit.

PRIORITY ACTIVITIES	OBSERVABLE RESULTS

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Worksheet No: 3

UNIT GOALS: Results of Unit Discussions

Name of Unit: _____

Results of unit discussion held on: _____

This form is to be completed by the unit supervisor after the unit has developed general agreement on the listing. It serves as the basis for the unit's goals and standards and copies should be attached to the unit's statements of goals and standards and made available to all members of the unit. (Use an additional sheet if necessary.)

Based on the discussion of the members of the unit, the following are the unit's major activities, in rank order of importance, and the observable results of each activity.*

RANK	MAJOR ACTIVITIES	OBSERVABLE RESULTS
1.		a.
		b.
		c.
2.		a.
		b.
		c.
3.		a.
		b.
		c.
4.		a.
		b.
		c.
5.		a.
		b.
		c.

*Definitions: Major Activities - what does the unit do?
Ranking - what is most important?
Observable Results - how do we know when we are successful?
- what distinguishes acceptable performance?

McGILL UNIVERSITY LIBRARIES Worksheet No: 4

UNIT GOALS: Statement of Goals and Performance Standards

Name of Unit: _____ Name of Supervisor _____

For a three month period beginning: _____

Scheduled for Review/Revision _____

The unit staff has reached agreement on the major activities of the unit, their ranking importance, and the observable results of these activities. The supervisor should translate these into a formal statement of unit goals and performance standards and distribute it to all unit staff. This statement will form the basis for the development of individual performance goals and standards. Some basic criteria to be considered in the development of goals and standards are attached.

UNIT GOALS IN ORDER OF IMPORTANCE	STANDARDS OF PERFORMANCE

Criteria for the Development of Unit Goals and Standards

Unit Goals:

Each major activity of a unit should be represented by one or more goals, which are the specific tasks which must be accomplished to complete the activity. These goals might be of a short-term nature, such as to test and evaluate the impact of a new work procedure, or can be of an ongoing nature, such as to develop more effective communication with another related work unit.

Criteria:

- Goals should be achievable, yet challenging
- Goals should contribute to achieving the library's overall objectives
- Goals should be specific, each related to one task
- Goals should be measurable, quantitatively and/or qualitatively
- Goals should be understood and accepted by the staff charged with carrying them out
- Goals should be ranked in importance
- Goals should be dynamic - i.e., adaptable to change
- Goals should encompass all activities of a unit.

Unit Performance Standards:

Performance standards constitute what is the acceptable level of performance, given the needs of the library and the resources available to the unit. They are the specific indicators of success in achieving unit goals.

Criteria:

- Whenever possible, performance standards should be measurable in terms of:
  - Quantity - Amount to be done
  - Quality - How well the work is to be done
  - Rate - How many per time unit
  - Time - How long spent, expected completion date of short-term projects, etc.
- Performance standards should represent what is an acceptable level of performance
- Performance standards should be based on past experience and, therefore, achievable
- Performance standards should enable staff to know when they are performing satisfactorily
- Performance standards should be tested against reality on a regular basis and should be revised upward or downward according to experience.

McGILL UNIVERSITY LIBRARIES Worksheet No: 5

INDIVIDUAL GOALS: Individual Ranked Activities with Observable Results

This worksheet will form the basis for the goal-setting meeting between a staff member and his/her supervisor. Based on past experience and your work unit's goals, list the activities which you will be working on during the next evaluation period; rank them in order of importance, and indicate the observable results. (Observable results should indicate how you will know when your work is acceptable; how you know when you succeed. Try to specify results that are observable either by quantity, by time period, or by quality.)

RANK	ACTIVITIES	OBSERVABLE RESULTS
1.		
2.		
3.		
4.		
5.		

McGILL UNIVERSITY LIBRARIES Worksheet No: 6

INDIVIDUAL GOALS: Individual Goals and Performance Standards

Based on the staff member's and supervisor's agreement on the staff member's major activities, list the staff member's goals and performance standards for the next evaluation period.

GOALS	PERFORMANCE STANDARDS
1.	
2.	
3.	
4.	
5.	

Supervisor's signature: _____ 42 Staff member's signature: _____

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ANNUAL PERFORMANCE EVALUATION

Performance Evaluation of: _____ By: _____

For year ending: _____

I. EVALUATION SECTION

Describe briefly the staff member's level of success in achieving his/her performance goals during the past year. What have been the contributing factors? Consider work load, organizational obstacles, amount of supervision available, amount of training provided, etc. Be as specific as possible.

II. ACTION PLAN

Specific action planned as a result of this evaluation, e.g. revise goals, investigate training, change work procedures, shift work priorities, etc.

III. STAFF MEMBER'S COMMENTS (OPTIONAL)

Each staff member has the opportunity to add his/her comments to this evaluation after reviewing it and discussing it with his/her supervisor.

IV. Supervisor's signature: _____ Date: _____

Staff member's signature: _____ Date: _____

At this date discard all evaluation material accumulated since the last annual evaluation. A copy of the individual goals (Worksheet No.6) may be attached.

INTRODUCTION OF NEW STAFF TO PERFORMANCE EVALUATION

I INTRODUCTION TO THE JOB

On the first day of work on a new job, the supervisor will ensure that the new staff member is given a tour and some orientation in the specific library, as well as a copy of his/her own job description. This provides a background with which to begin actual on-the-job training. New staff members are expected to familiarize themselves with the existing manuals of procedures and departmental regulations affecting their positions. Also, it should be conveyed to the new staff member the requirement to interact with other staff members in a manner that is conducive to the unit successfully meeting its goals.

II INTRODUCTION TO THE UNIT GOALS AND STANDARDS OF PERFORMANCE

The new staff member should be made aware of the unit goals and performance standards shortly after joining staff. A short group meeting including all members of the unit may be a useful way of achieving this.

III SETTING OF PROBATION PERIOD GOALS AND STANDARDS

At the end of the first or second week an interview should be held for setting individual goals and standards for the new staff member, keeping in mind the complexity of the job and the time required to gain proficiency. The timing for the establishment of librarians' individual goals should be coordinated with the reviews required by the Appointment Procedures for Librarians.

In establishing goals and standards, a satisfactory level of work habits is assumed, while in some instances they may be specifically stated, e.g. compatibility, responsibility, cooperation, adherence to departmental regulations, etc. The goal of learning the basic elements of the job will probably take precedence over the other goals during the probationary period.

During the probationary period, the supervisor should make sure that the new staff member understands instruction and training as it progresses and encourage the staff member to make known any difficulties he/she may be having at this time.

In the case of supervisors, goals and standards should include giving direction (e.g. are instructions always clear, easily connected with work assignments, or explaining policies, etc.); training (e.g. is necessary patience and perseverance demonstrated when training staff on new duties); judgement (e.g. is objectivity usually shown when analysing abilities of staff, are recommendations usually sound)?

/...

IV PROBATION REPORT/REVIEW OF GOALS AND STANDARDS

At the end of 2-2½ months, the goals and standards for Library Assistants should be reviewed for a Probation Report. The timing for the review of goals and standards for new Librarians should be coordinated with the reviews required by the Appointment Procedures for Librarians.

Supervisors must recognize that the probation period is one for learning about the job and the environment and that a new employee should not be expected to work at maximum potential one week after starting. Probably supervisors should look for progress during the probation period and might look for an acceptable level of performance at the end of the period. When the report is completed and it is determined that the probationary period is completed, then goals and standards should be established.

V ESTABLISHMENT OF FIRST GOALS AND STANDARDS FOR THE ANNUAL EVALUATION

The procedure should then be followed for the establishment or formulation of individual goals and performance standards in keeping with the goals and standards of the unit.

McGILL UNIVERSITY LIBRARIES

TO BE RETURNED TO THE LIBRARY PERSONNEL OFFICE NO LATER THAN _____

PROBATION REPORT - LIBRARY ASSISTANTS

Name _____ Position _____

Library/Department _____ Date Employed _____

When this staff member was hired, he/she was informed that there would be a probation period of three months (60 working days). As the end of this period is approaching, we would ask you to complete this form to record your evaluation of his/her performance. The intent is to review performance against the goals and standards which were discussed with the staff member when he/she began work and to indicate where improvement is needed. After completing this form you should review the performance with the staff member to share your perspectives and gain his/her perspectives.

In those instances when performance has been unacceptable, you should make a judgement whether probation should be extended or whether employment should be terminated. This judgement may be influenced by your discussion with the staff member in which you will want to determine the factors which have contributed to unacceptable performance and whether these factors can be changed. While you will wish to be honest and fair with the staff member, if you have little hope for improvement, termination may be in the best interst of both the staff member and the library.

I. EVALUATION SECTION

Describe briefly the staff member's level of success in achieving his/her performance goals during the probation period. What have been the contributing factors? Consider progress in learning the basic elements of the job, work load, work habits, organizational obstacles, amount of supervision available, amount of training provided, etc. In the case of supervisory staff, consider also indications of capability in giving direction, training, judgement of subordinates. Be as specific as possible. Indicate areas where improvement is expected and how it can be effected.

II. RECOMMENDATION

Do you recommend that:

(a) This probationary staff member be continued as a permanent staff member? _____

(Work should now start on establishing individual goals for annual evaluation)

(b) Probation be extended for a further trial? _____

If so, how long? _____

ACTION PLAN

Indicate what specific improvements are required and what steps can assist in achieving the improvements, e.g. revise goals, investigate training, change work procedures, shift work priorities, etc.

Signature of staff member _____

(c) The staff member be released? _____

Termination date _____

Appraisal made by _____ Date _____

Librarian or Department Head in charge _____ Date _____